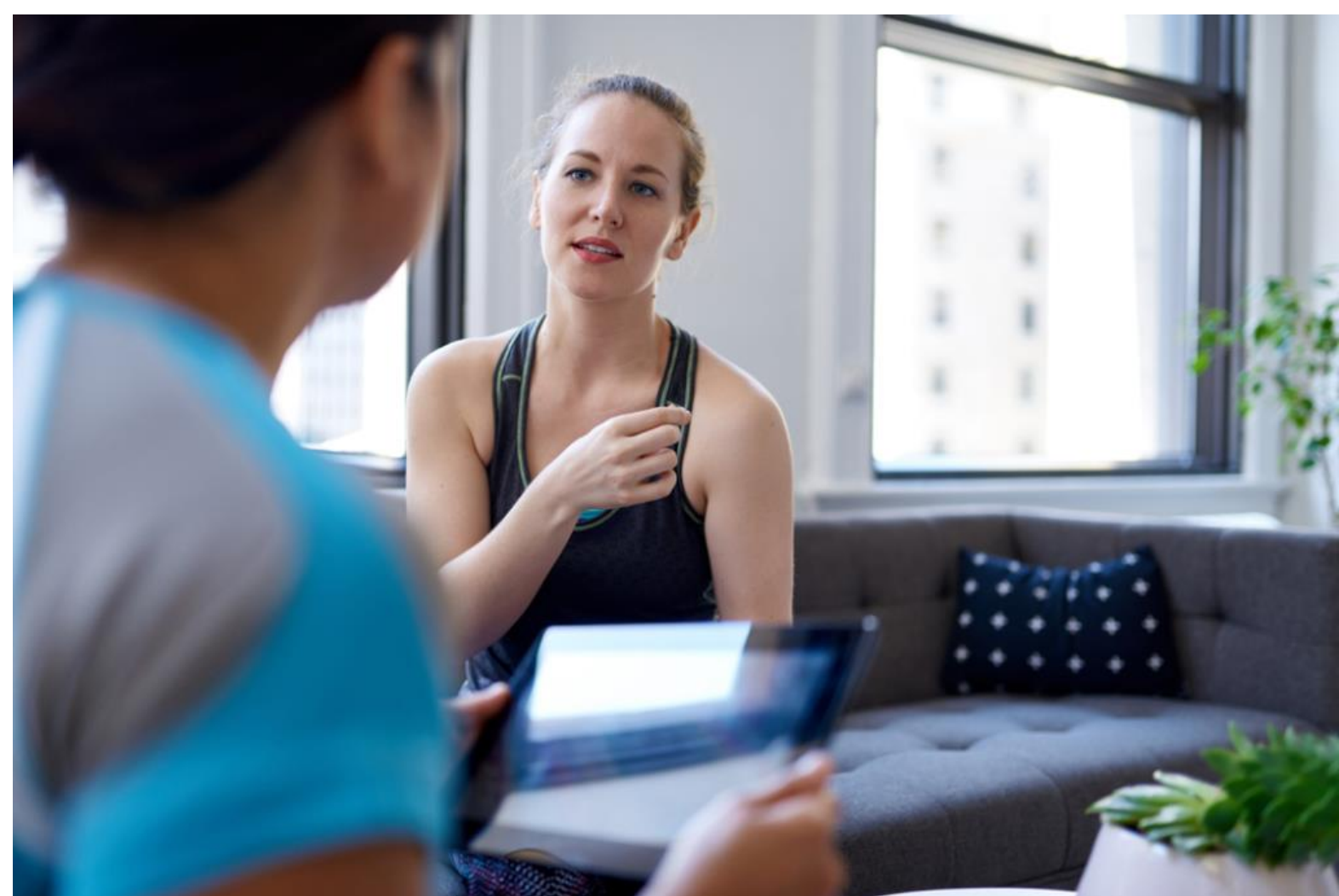


1st4sport Level 3 Certificate in Athlete Personal Development and Lifestyle

Qualification Specification



About Us

Welcome to 1st4sport, established in 2000, 1st4sport are an industry specialist recognised awarding organisation regulated in England by the Office of the Qualifications and Examinations Regulator (Ofqual), in Wales by Qualifications Wales, and in Northern Ireland by the Council for the Curriculum, Examination and Assessment (CCEA) Regulation.

Serving the needs of the sport, physical activity and active leisure industry; our niche status is emphasised through our accomplished people, network of esteemed industry partnerships and our culture of excellence. We have an outstanding reputation; evidenced through the loyalty we receive from our trusted partners, recognised centres and most importantly our learners.

We have a proven track record; offering of valid, value-added, educational solutions and services and outstanding customer care. Our offer includes sector specific qualifications and pathways, and a range of relevant high-performing educational services; underpinned by leading digital solutions. The majority of these are developed and deployed in partnership with governing bodies of sport and other sector specific professional organisations. More than any other awarding organisation, our knowledge of the industry and our continuous cross-sector network enables us to understand the direction of our sector.

Our involvement in shaping our sector has been significant and we continue to be the awarding organisation that partner and representative organisations turn to for guidance on the direction of travel, as appropriate to the needs of our partners, centres, industry employers and learners.

Our Mission: To deliver excellent educational solutions and value-added services to sport, physical activity and the active leisure industry.

Our Direction: We aim to support the ongoing professionalisation of our industry; supporting employment, growth, sustainability and success. We embrace performance, participation and health agendas. Our objective is to continue to support our respected partners, providers and learners.

Qualification Specification

Title:	1st4sport Level 3 Certificate in Athlete Personal Development and Lifestyle
Qualification Overview:	Gives learners the knowledge, skills and confidence to provide personal development and lifestyle coaching to talented and elite level athletes.
Qualification Code:	L3CAPDL
Qualification Regulation Number:	610/1295/6
Guided Learning Hours (GLH):	68
Total Qualification Time (TQT):	134
Credit Value (if applicable):	Not applicable
Operational Start Date:	01/09/2022
Qualification Review Date:	31/01/2026
Learner Registration Period:	2 years
Qualification Objective:	This qualification qualifies learners to take on roles in athlete personal development, including as an Athlete Personal Development Practitioner or Athlete Lifestyle Advisor.
Qualification Purpose:	Develop knowledge and/or skills in a subject area.

Who is this qualification for?

The 1st4sport Level 3 Certificate in Athlete Personal Development and Lifestyle is designed for individuals who wish to support athletes in their personal development and lifestyle alongside their sporting commitments. It has been designed to enable learners to study both the theoretical and practical aspects of the supporting and coaching process.

Qualification Progression

Learners may wish to further develop their knowledge by undertaking the 1st4Sport Level 3 in Understanding Athlete Transitions, or other relevant CPD within the performance and talent environment.

Successful learners could seek employment in appropriate paid or voluntary Athlete Lifestyle Advisor, Athlete Personal Development roles, or similar.

Entry Requirements

Learners must be a minimum of 18 years old at registration and 18 years old at certification.

Pre-requisite(s) or other entry requirements

The recognised centre is required to conduct an initial assessment of learners to ensure that pre-requisites to registration and certification and any barriers that may disadvantage a learner under the Equality Act 2010 are considered and outcomes recorded during the application process.

Prior to registration learners are required to:

- be accurately identified
- be at least 18 years of age
- be able to undertake this assessment in English or Welsh (if available)

Assessment Methods

The assessment methods used in this qualification are:

- Coursework (in 6 of 6 mandatory units),
- Portfolio of Evidence (in 5 of 6 mandatory units),
- Practical Demonstration/Assignment (in 1 of 6 mandatory units)

Reasonable adjustments can be applied to these assessments in line with 1st4sport Policy Statement: Access Arrangements.

Grading Methods

This qualification will be graded Pass / Fail.

Qualification Structure

Learners must successfully complete all mandatory units to achieve this qualification.

Mandatory Units

Unit ID	Unit Title	GLH
F/650/3636	Evaluating and Developing Own Practice as a Practitioner	3
D/650/3635	Athlete and Practitioner Wellbeing	2
A/650/3634	Athlete Education and Personal Development Opportunities	4
Y/650/3633	Sporting Pathways and Athlete Transitions	4
T/650/3632	Coaching Theory and Undertaking Coaching with Athletes	46
R/650/3631	The role of an Athlete Personal Development Practitioner	9

Optional Units

There are no optional units in this qualification

Pathway Units (where applicable)

There are no pathway units in this qualification

Unit Title	Evaluating and Developing Own Practice as a Practitioner
Unit Aim	This unit assesses a learner's ability to undertake reflective practice by reviewing their observed session, and the development of a practitioner continued professional development plan.
Unique Unit Number	F/650/3636
Unit Assessment Method(s)	- Coursework - Portfolio of Evidence
Assessment Specification	To complete this unit learners are required to: <ul style="list-style-type: none"> Engage in a professional discussion with a tutor reflecting on their observed session with an athlete Complete a practitioner professional development plan

Learning Outcome: 1. Be able to demonstrate reflective practice

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 justify reasons for choosing environment/mode of delivery for athlete session	There is no mandatory content for this criteria
1.1 use reflective theory to evaluate a meeting with an athlete	<ul style="list-style-type: none"> - What is reflective practice and the value of engaging in it - Gibbs reflective cycle (Gibbs, 1988) - using the theory to analyse practice

Learning Outcome: 2. Be able to develop a practitioner professional development plan

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 evaluate own strengths and weaknesses as a practitioner	<p>Importance of undertaking regular reviews of own practice to help to shape future delivery, evidence support provided, and to identify personal development needs</p> <ul style="list-style-type: none"> - Evaluating own practice (how to evaluate the effectiveness of own practice, and its impact in relation to others achieving their objectives) - Assessing impact in the role (considerations around how to do this - surveys, appraisals) - Sources of support for planning and reviewing own development - Opportunities to network & collaborate with peers and those in the industry - What's missing from practitioner's own support network and enhancing your support within the wider athlete environment (e.g., links with NGBs)
2.2 identify sources of information used to evaluate own performance	There is no mandatory content for this criteria
2.3 set personal development goals as a practitioner	There is no mandatory content for this criteria
2.4 source continued professional development opportunities that meet identified goals	<p>Inclusion related CPD (e.g., inclusive language training, working with para-athletes, unconscious bias training, implicit bias tests, multicultural education)</p> <ul style="list-style-type: none"> - Recommended courses for the role (e.g., mental health first aid, Introduction to Clean Sport, UKAD educator course, ILM, Level 3 Understanding Athlete Transitions etc.) - CPD Requirements for own environment
2.5 prepare a timeline to achieve own practitioner development goals	<p>Know how frequently to review own practitioner personal development plan</p> <ul style="list-style-type: none"> - Know how to access information on developments in the sector (e.g., forums, conferences)

Unit Title	Athlete and Practitioner Wellbeing
Unit Aim	This unit assesses a learner's understanding of influences on athlete mental health, how to respond to mental health concerns (including referral routes), strategies to support own wellbeing in the practitioner role, and supporting an athlete to understand and manage stressors.
Unique Unit Number	D/650/3635
Unit Assessment Method(s)	- Coursework - Portfolio of Evidence
Assessment Specification	<p>To complete this unit learners are required to:</p> <ul style="list-style-type: none"> • Complete a written task discussing influences on athlete mental health • Engage in a professional discussion with a tutor discussing how to respond to mental health concerns • Complete a written task identifying methods of supporting practitioner wellbeing • Conduct a session with an athlete to identify current stressors they may be facing & develop a plan to manage <p>Conduct a review meeting with an athlete to discuss progress towards agreed actions</p>

Learning Outcome: 1. Understand ways to support the mental health and wellbeing of athletes	
Assessment Criteria	Indicative Delivery Content
The learner can:	
1.1 discuss possible influences on an athlete's mental health and wellbeing	<p>What is the personal development practitioner's role regarding wellbeing (education & awareness, signposting/referral, reducing stigma)</p> <ul style="list-style-type: none"> - Mental health and wellbeing continuum - Importance of building awareness around talking about mental health (resources and activities) - Helpful wellbeing referral services (counselling, therapy, psychologists, psychiatrists) - Factors that could have an impact on athlete mental health (e.g., performance stressors, injury, transitions, pressures, expectations, lack of support, deselection/end of career) - Emergency situation template (who to contact in an emergency)

Learning Outcome: 2. Understand how to respond to mental health concerns

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 describe steps when responding to a mental health/wellbeing disclosure	What is referral (practitioner should have clear understanding of mental health organisational referral procedures in all the athlete's environments) <ul style="list-style-type: none"> - The importance of monitoring the referral process - Ask, Talk, Support (process to go through when concerned about athlete wellbeing) - Possible signs and symptoms of poor mental health (when referral may be necessary)

Learning Outcome: 3. Be able to support an athlete manage stressors that could impact wellbeing

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 assess current stressors an athlete may be facing	Methods of supporting athlete wellbeing (e.g., the stress container task)
3.2 engage with an athlete to develop a plan to manage current stressors	There is no mandatory content for this criteria

Learning Outcome: 4. Understand ways of supporting own wellbeing in the practitioner role

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 identify strategies to support own wellbeing in the personal development practitioner role	The importance of practitioner self-care and wellbeing (e.g., minimising stress/mental health, practitioner support network, work/life balance) <ul style="list-style-type: none"> - The importance of off-loading concerns with peers/supervisors - Tips to avoid burnout in the role (e.g., number of sessions, manage own expectations, critical friends, reach out for support, stick by boundaries set) - Examples of self-care (e.g., reflective journaling, sleep quality, hobbies)

Unit Title	Athlete Education and Personal Development Opportunities
Unit Aim	This unit assesses a learner’s understanding of athlete personal development opportunities and how athletes may successfully balance personal development alongside sporting commitments. This unit also assesses the learner’s ability to collate career and education signposting resources and support an athlete to explore and plan personal development opportunities.
Unique Unit Number	A/650/3634
Unit Assessment Method(s)	<ul style="list-style-type: none"> - Coursework - Portfolio of Evidence
Assessment Specification	<p>To complete this unit learners are required to:</p> <ul style="list-style-type: none"> • Complete a written task describing athlete personal development opportunities • Complete a written task analysing how athletes can balance personal development with sporting commitments • Complete a table outlining career and education signposting resources • Conduct a session with an athlete to explore and plan personal development opportunities <p>Conduct a review meeting with an athlete to discuss progress towards agreed actions</p>

Learning Outcome: 1. Understand personal development opportunities available to athletes

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 describe development opportunities available to athletes.	<p>Value/benefit of athletes pursuing personal development (e.g., developing skills for future retirement, healthy distraction/ease pressure, help performance now etc.)</p> <ul style="list-style-type: none"> - The practitioner's role when it comes to personal development (may differ depending on age/stage of athlete) - Types of personal development pathways (e.g., education/sport, work/sport, army/sport, coaching pathways) - Vocational training opportunities (e.g., work-based training, volunteering, work shadowing, webinars, joining committees, short courses etc.)
1.2 describe the benefits and challenges of engaging in different forms of personal development	<p>Factors that may influence decision to engage in personal development (e.g., family, the sporting environment, length of contract, sporting commitments)</p> <ul style="list-style-type: none"> - Building a personal brand as a form of personal development - Barriers to engaging in personal development/formal dual career routes (e.g., diversity and inclusion related barriers, organisational attitudes, personal, financial, contracts, family situation, culture of the sport, home responsibilities, fatigue etc.)

Learning Outcome: 2. Understand how an athlete can balance sport and personal development commitments

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 analyse how an athlete can balance personal development with sporting commitments	<p>What is balance (healthy vs unhealthy) & how balance may shift</p> <ul style="list-style-type: none"> - Possible pinch points athletes may face during academic/sport calendar - Strategies to support balance (e.g., prioritisation tools, to do lists) - Personal skills required to manage lifestyle balance (e.g., communication, asking for help, forward planning) - Policies within institutions to support personal development (e.g., provision of flexible study/work options/agreements, athlete friendly programmes, spitting personal development over several years)

Learning Outcome: 3. Be able to support an athlete to explore personal

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 assess education/personal development opportunities with an athlete	How to source information about personal development (e.g., websites, resources) & create valuable resources for athlete
3.2 develop an outline plan to support athletes' personal development aspirations	<ul style="list-style-type: none"> - Value of the practitioner upskilling themselves and building knowledge of personal development options, and sourcing/establishing relationships with potential providers. - Transferring skills into new contexts (e.g., athlete can reflect on how the skills they have acquired during their time as a talented/elite athlete in the pathway can be transferred into
3.3 develop contingencies in the event of personal development goals not being met	
3.4 collate career and education signposting resources	What is signposting - Sources of information that athletes could be signposted/referred to for personal development needs (career support, e.g., CV writing, finance, agents, pensions, mortgage, personal brand) - Anti-doping signposting awareness (e.g., Global DRO, Informed Sport, TUE wizard, UKAD website) - Financial areas that the practitioner may need to signpost to (e.g., income and expenditure, tax requirements, insurance, pensions, investing money, debt management, mortgages) - When appropriate, obtain and record feedback from athletes following signposting process - Planning for a career (networking, interview prep, CVs)

Unit Title	Sporting Pathways and Athlete Transitions
Unit Aim	This unit assesses the learners understanding of the performance sport environment and support that athletes can access within it, the transitions athletes may face during their time on a performance pathway and support an athlete to manage a transition.
Unique Unit Number	Y/650/3633
Unit Assessment Method(s)	<ul style="list-style-type: none"> - Coursework - Practical Demonstration/Assignment
Assessment Specification	<p>To complete this unit learners are required to:</p> <ul style="list-style-type: none"> • Complete a written task providing an example of a performance pathway in a chosen sport and support that may be received throughout • Complete a PowerPoint document - identifying type of transition, impact on athlete, and support the personal development practitioner may provide • Complete written task identifying issues that may arise within the athlete's support network • Conduct a meeting with an athlete assessing an upcoming transition and develop a plan to manage <p>Conduct a review meeting with an athlete to discuss progress towards agreed actions</p>

Learning Outcome: 1. Understand athlete support networks within a performance environment[s]

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 illustrate an athlete performance pathway	The sporting landscape (overview of organisations that may directly or indirectly impact athletes, e.g., NGBs, FE/HE, BUCS, government agencies, funding providers, support teams, player unions) – describe the sporting landscape – assess the learner’s awareness of stakeholders at play - What funding is available across talent & performance pathways (e.g., Sports Aid, World Class, hardship funds) & process of applying/accessing funds - What is a performance pathway - Who is in the athlete’s support network (how this varies depending on the environment) - Where do athlete support networks sit (e.g., TASS, EIS, Universities) & understand gaps/duplication in support - What is a multidisciplinary team (MDT) & What is the practitioner’s role in the MDT
1.2 describe support networks within performance pathways	There is no mandatory content for this criteria
1.3 describe issues that may arise within the athlete’s support network	Issues that may arise in the support network (e.g., gaps in support, lack of clarity on primacy, adjusting support, conflicts etc.)

Learning Outcome: 2. Understand athlete transitions within a performance pathway

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 identify transition points within an athlete's performance pathway, including the type of transition	<ul style="list-style-type: none"> - Types of athlete transitions (e.g., normative vs. non-normative) - Transitions across the sports career (e.g., educational, junior to senior, performance pathways, retirement etc.) - Potential impact of different types of transitions (e.g., non-normative can lead to crisis transition)
2.2 describe the impact of transition	<ul style="list-style-type: none"> - Transition theory (holistic athletic career model) - How the needs and demands of athletes may shift as they progress through the pathway (e.g., adaptations to support network, new competition cycle, changes to goals, new time/physical demands, becoming part of an anti-doping testing pool, completing whereabouts etc.) - Pressures athletes may face as they progress through the pathway (e.g., from self/others) - Importance of knowing the typical schedule and cycles of training/competition
2.3 summarise how a personal development practitioner can support an athlete through transition	There is no mandatory content for this criteria

Learning Outcome: 3. Be able to support an athlete to manage transitions

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 assess upcoming transition points with an athlete	<ul style="list-style-type: none"> - Strategies to manage upcoming transition challenges (e.g., time management, open communication channels) - Transition support process - pre (plan), during (support), and post transition (review) - Development needs during transition (facilitate access to internal/external support systems and identify educational opportunities) - Possible barriers to successful transition (e.g., lack of support, knowledge, skills) - Tools that can be used to manage transition (e.g., reflective journaling, identity mapping) - Strategies for athletes when exiting a support programme (best practice terminating support with an athlete)
3.2 develop an action plan to support an athlete through a transition	There is no mandatory content for this criteria

Unit Title	Coaching Theory and Undertaking Coaching with Athletes
Unit Aim	The unit assesses a learner's understanding of coaching theory and its application with athletes. The unit also assesses the learner's ability to plan and conduct coaching sessions with athletes.
Unique Unit Number	T/650/3632
Unit Assessment Method(s)	<ul style="list-style-type: none"> - Coursework - Portfolio of Evidence
Assessment Specification	<p>To complete this unit learners are required to:</p> <ul style="list-style-type: none"> • Engage in a professional discussion with the tutor to discuss ways to build rapport with an athlete • Complete a written task explaining coaching theory • Complete a written task describing how diagnostic tools can be used to support the coaching process • Plan and conduct sessions with athletes that use a coaching framework • Complete a video assessment undertaking a session with an athlete • Demonstrate competent levels of coaching skills • Demonstrate ethical and professional practice <p>Complete a written task explaining the purpose of reviewing progress in the coaching process</p>

Learning Outcome: 1. Understand the personal development coaching process

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 provide practical examples of how to initiate an athlete-practitioner relationship	Methods of initiating contact with an athlete - Strategies for building rapport with athletes (e.g., icebreakers) - Considerations to encourage athlete engagement (e.g., send out regular information, promote success stories, compulsory meetings, former athlete experiences, conduct meetings at appropriate times, highlight value to support network)
1.2 explain the coaching process with athletes	Coaching theory (T/GROW, ACHIEVE, OSCAR) and how to use them with athletes (practical examples) - 11 core characteristics of coaching - Examples of key coaching questions
1.3 describe how diagnostic coaching tools can support the coaching process	Initial needs analysis – exploring the current situation (e.g., athlete wheel) - Creating base line data (e.g., education questionnaire, year planner, personality profiling, self-awareness) - ‘Who am I?’ – methods of exploring interest/passions (e.g., athlete values, strengths, motivators, personality profiling)

Learning Outcome: 2. Be able to plan and deliver personal development support to athletes

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 produce a session plan for a personal development meeting with an athlete	<p>The importance of a practitioner planning for sessions & what should be included in a plan</p> <ul style="list-style-type: none"> - Recording the plan - Information to gather before first meeting (e.g., age, sport and level, academic/work status, reason for setting up the meeting, specific athlete needs, meeting location) - Considerations around planning group sessions with athletes (e.g., athlete age group, timing, knowledge, available resources)
2.2 conduct sessions using a coaching framework	<p>The importance of empowering athletes and giving autonomy in decision-making</p> <ul style="list-style-type: none"> - Methods of weighing up options (e.g., pros and cons list) - Develop criteria to help select options - The importance of completing an action plan & why to encourage athletes to complete one (athlete and practitioner work together to complete) - Goal setting methods (e.g., SMART goals)
2.3 engage with an athlete to develop an action plan	There is no mandatory content for this criteria
2.4 demonstrate how to record and store information from meetings in line with good practice	There is no mandatory content for this criteria
2.5 demonstrate skills and behaviours of effective coaching	<p>Creating an appropriate meeting environment (consider location, chair position etc.)</p> <ul style="list-style-type: none"> - Considerations around conducting meetings online (e.g., password protect meeting, camera on, access to technology etc.) - Agreeing aims of a meeting at the start and concluding session by summarising key points and next steps - Non-verbal communication (e.g., posture, eye contact, image, gestures) - Verbal communication (e.g., when appropriate to use questioning styles and avoid interrupting athlete) - Active listening skills (e.g., summarising, paraphrasing, responding appropriately to questions) - 80:20 balance between athlete and practitioner discussion - Delivering sessions that are engaging and simulating for athletes

Learning Outcome: 3. Be able to monitor and review progress in the coaching process with athlete

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 explain the purpose of reviewing progress in the coaching process	<ul style="list-style-type: none"> - The importance of supporting athletes to continually evaluate and review progress (e.g., keep motivation, - When and how should the action plan be reviewed (purpose of reviewing, review objectives, what information is needed to review, how effective have actions been, agree follow up action points) - Work with the athlete to identify how their action plan could be adapted
3.2 conduct sessions that review athletes' progress	

Unit Title	The role of an Athlete Personal Development Practitioner
Unit Aim	This unit assesses the learner’s understanding of the roles, boundaries, and limitations of the athlete personal development practitioner, and ethical practice in the role.
Unique Unit Number	R/650/3631
Unit Assessment Method(s)	- Coursework - Portfolio of Evidence
Assessment Specification	<p>To complete this unit learners are required to:</p> <ul style="list-style-type: none"> • Complete written task on the roles of a practitioner • Complete written task on the skills, knowledge, and behaviours in the role • Complete written task on the role boundaries and limitations of the service • Complete written task on how to promote the benefits to different stakeholders • Engage in a professional discussion with the tutor to discuss practical examples of when supervision/peer support may be required • Complete a written task on ethical practice in the role, including possible ethical issues, inclusive practice, and working with minors <p>Complete written task on the purpose of contracting and the key information that should be included</p>

Learning Outcome: 1. Understand the roles of the athlete personal development practitioner	
Assessment Criteria The learner can:	Indicative Delivery Content

<p>1.1 explain the roles of the personal development practitioner</p>	<p>History of the role and it's evolvement (UK and brief overview of Career Assistance Programmes worldwide)</p> <ul style="list-style-type: none"> - Terminology around the role (e.g., lifestyle support, player care, player development) - Environments the role sits within and how the role may differ across environments, e.g., university vs professional sport (the focus of the role may shift) - What the role is not (reference to cross over with sport psychology field, tutors, coach etc.) - Practitioner roles (key focus areas and what the role does in these areas) - Explore practitioner's remit within anti-doping (responsibilities will vary) - Practitioner responsibilities (e.g., contracting, planning/using appropriate tools and techniques for development, creating an athlete focused environment, working ethically/confidentially within boundaries, recording, engaging in regular supervision, signposting/referral)
<p>1.2 summarise skills, knowledge, and behaviours required in the personal development practitioner role</p>	<ul style="list-style-type: none"> - Key skills/attributes of a practitioner (e.g., non-judgemental, committed, trustworthy, respectful, impartiality, tact, building rapport) - Key knowledge of a practitioner (e.g., sport environment/existing network, regulations/policy/contracts applicable to the athlete, overview of education pathways/options etc.) <p>Coaching skills and knowledge (e.g., communication, listening, questioning, goal setting, record keeping, using coaching tools, techniques and models, ethics/codes of practice, etc.).</p>
<p>1.3 identify role boundaries and limitations of the personal development service</p>	<p>Boundaries in the role (e.g., critical friend, mandatory reporter, the limits of own knowledge & competence) - limitations of the role (e.g., finance, scope of practice/responsibilities, organisational remit, athlete engagement etc.)</p>
<p>1.4 explain the benefits of the personal development service to athletes and stakeholders</p>	<p>Opportunities (e.g., induction meetings) and ways (e.g., presentations, flyers, case studies etc.) of promoting the discipline</p> <ul style="list-style-type: none"> - Who may need to be made aware of the service/influenced (e.g., athletes, parents, coaches, teachers/tutors, leadership/boards, other support staff) - Why is it important to promote the service to athletes and stakeholders - Tailoring materials and communications to meet the needs of the stakeholder
<p>1.5 provide examples of when seeking support from supervisors or peers may be required</p>	<p>Supervision - the role of Supervision in discussing and addressing potential or actual conflicts of interest, offloading, working through concerns etc.</p> <ul style="list-style-type: none"> - Seeking input from peers When handling difficult or complex situations & When it is suitable to get support for self in confidential situations

Learning Outcome: 2. Understand the importance of professional, safe, and ethical practice in the role

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 discuss ethical issues that could arise during practice in the role	<ul style="list-style-type: none"> - Expected ethics in the role (e.g., beneficence, non-maleficence, retaining membership of professional bodies, keeping abreast of industry development etc.) - Ethical issues that could arise within the role (e.g., stakeholder involvement, confidentiality, conflicts of interest, non-coaching issues, GDPR breaches, difference in values) - The types of conflict of interest that may occur when working with athletes and how to address these (e.g., working as a sport scholarship manager and a lifestyle advisor) - Responsibility as athlete support personnel within anti-doping (examples of rule violations for support personnel) - Regulations and procedures that may be applicable to athletes they are working with (e.g., anti-corruption, NGB anti-doping assurance framework, concussion procedure, para-athlete classification system etc.)
2.2 discuss ways to make practice more inclusive in the personal development practitioner role	<p>Getting to know the diverse needs of athletes (e.g., age, gender, sexuality, role at home, role at home, disability, health concerns, religion, culture, financial circumstances, educational background)</p> <ul style="list-style-type: none"> - Considerations around athlete accessibility to engage in service (e.g., equipment availability, internet access, disability access such as wheelchair use, visual impairments, chronic illnesses, ability to travel, religious events etc.) - Athlete language requirements (inclusive and culturally aware language should be used) & adaptations related to disability (e.g., brail, sign language, second language)
2.3 describe considerations that should be made when working with minor athletes	<p>Considerations to make when working with minors (e.g., parent consent, meeting in a public space)</p> <ul style="list-style-type: none"> - Safeguarding legislation & keeping up to date (e.g., CPSU, keeping children safe in education) - Safeguarding organisational procedures (e.g., how to report safeguarding concerns, DBS checks, mandated reporting policy)
2.4 explain the purpose of contracting with athletes	
2.5 summarise the key information that should be included when contracting with an athlete	<p>What is contracting - a mutual understanding between athlete and practitioner (e.g., understanding athletes' expectations/preconceptions, outline what the service is, confidentiality, boundaries, the need for record keeping, timescales/frequency of service)</p> <ul style="list-style-type: none"> - Why contracting is important (e.g., underpins how the relationship will operate & boundaries) and when to contract (i.e., outset of the relationship) - Re-contracting may need to take place on a regular basis to reflect changes in the relationship - Contract may need to be reviewed during key periods such as transition on or off programmes

Qualification Conditions: Delivery and assessment requirements

To complete the delivery, assessment, and internal quality assurance of the qualification, providers will be required to adhere to the guidance set out in the Recognised Centre Handbook.

Qualification Approval Conditions: Workforce requirements

In addition to the workforce requirements stated in the Recognised Centre Handbook, the following qualification specific requirements must be met and evidenced.

Tutor(s):

The recognised centre are required to recruit and deploy a TASS accredited Tutor who must:

- have experience of working with national or international level athletes in a support role that has required them to understand athlete personal development and the demands of an athlete's lifestyle.
- hold or be working towards a recognised tutor qualification³ or equivalent

Assessor(s):

The recognised centre is required to recruit and deploy a TASS accredited Assessor who must:

- have experience of working with national or international level athletes in a support role that has required them to understand athlete personal development and the demands of an athlete's lifestyle.
- hold or be working towards a recognised assessor qualification or equivalent

Internal Verifier(s) and Quality Assurer(s):

The recognised centre is required to recruit and deploy a TASS accredited internal quality assurer who must:

- hold or be registered onto a suitable regulated IQA qualification or equivalent
- have experience of teaching and internally quality assuring sports qualifications, such as sport-specific coaching qualifications at either Level 2 or Level 3.

Additional Qualification Requirements

UK Coaching
2 City Walk
Leeds
LS11 9AR

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